**CURRICULUM MAP Writing 1 Grades 11-12**

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Writing 1: Text Types and Purposes**  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  **Grade 11-12 Specific Standard:**  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.  a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.  b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.  c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  e. Provide a concluding statement or section that follows form and supports the argument presented. | Students will be able to use evidence and reasoning to write persuasively. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How can writing be used to convince someone to do something they might not want to do? * What is the writing process for a well written argument? * Why is it necessary to support argumentative/persuasive ideas with compelling evidence and reasoning? * How do facts and evidence help us to formulate an argument and convince the reader? * What effective techniques or rhetorical strategies do writers employ to persuade an audience?   **Topical Questions:**   * 1a) What are the rhetorical strategies for persuasive writing? * 1b) How can exploring a range of topics and texts provide a strong foundation for writing an argument? * How does the use of clear evidence to support claims made? * What elements are necessary for formulating a clear argument? * How can we develop an effective counter claim? | |
| **KNOWLEDGE:** | **SKILLS:** |
| * **Students will know. . .** * The difference between valid reasoning and invalid reasoning * Types of reasoning, inductive etc. * How to tailor the evidence to the appropriate audience * Supporting details versus main ideas * How to take a stance * The process of writing an essay * How to consider alternate organizational strategies * The difference between valid reasoning and invalid reasoning * Types of reasoning, inductive, etc. * How to tailor evidence to the appropriate audience * Supporting details versus main ideas * How to take a stance * The process of writing an essay * How to consider alternate organizational strategies * Types of reasoning (inductive etc.) * Supporting details versus main ideas * How to take a stance/position * Process of writing an essay. * How to tailor the evidence to the appropriate audience. | * **Students will be able to. . .** * Identify flawed reasoning * Write a thesis statement, with arguments * Organize a written persuasive essay * Use supporting details * Utilize the writing process * Use a research process to support a thesis statement * Cite information credibly * Identify flawed reasoning * Write a thesis statement, with arguments * Organize a written persuasive essay * Use supporting details * Utilize the writing process * Use a research process to support a thesis statement * Cite information credibly * Identify flawed reasoning * Write a thesis statement with arguments * Organize a persuasive essay * Use supporting details * Use a research process to support a thesis statement. * Cite information credibly. |
| **CONTENT:** | |
| **Plays** (11th)  *The Crucible* by Arthur Miller  *A Streetcar Named Desire* by Tennessee Williams  *Fences* by August Wilson  **Plays** (12th)  *Macbeth* by William Shakespeare  *Hamlet* by William Shakespeare  **Novels** (11th)  *Of Mice and Men* by John Steinbeck  *The Great Gatsby* by F. Scott Fitzgerald  **Novels** (12th)  *The Stranger* by Albert Camus  **Non-Fiction** (11th)  *Narrative of the Life of Frederick Douglass* by Frederick Douglass  “Gettysburg Address” by Abraham Lincoln  “I Have a Dream” by Martin Luther King, Jr.  **Non-Fiction** (12th)  *Essays*  **Poetry** (11th)  Emily Dickinson  Robert Frost  Walt Whitman  **Poetry** (12th)  *The Canterbury Tales* by Geoffrey Chaucer  Sonnets by Edmund Spenser and Shakespeare  Lord Byron  Samuel Taylor Coleridge  John Keats | |
| **VOCABULARY:** | |
| Plagiarism, parenthetical citations, primary source, secondary source, point of view, argument, counterargument, antithesis, rebuttal, evidence, claim, qualifier | |
| **ASSESSMENT / EVIDENCE:** In addition to larger performance assessments, it is understood that students will participate in the multiple steps of the writing process (pre-writing, writing, revision, editing, and publishing), and that a self-assessment will be conducted after each phase to ascertain whether or not the student understands (can explain, interpret, apply, gain perspective, empathize, recognize self-knowledge).  The assessments listed here are sample benchmark assessments. Daily, informal, on-going assessments should include (but are not limited to): exit cards, journals, peer interviews, peer reviewing and critiquing, pair-share, Writing Circles, short written responses, and so forth.  In addition, on-going student self-assessments should be utilized on a regular basis. (Example: What have I learned from this research? What don’t I understand yet about my topic? How can I connect what I learned to what I already know? How can I apply what I have learned to my writing? How do my biases influence my writing? What are my strengths? What are my weaknesses? What learning tools/resources would help my writing progress?) | |
| * Students will draw evidence from a variety of point of view documents to support an argument essay exploring both sides of an issue and concluding by taking a side * Assess the usefulness of various source materials through an annotated bibliography using correct MLA format * Students will use research on a chosen or assigned topic to support a persuasive thesis in a research paper using MLA format and parenthetical citations to avoid plagiarism | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Students will compose an affirmative and negative argument for a specific topic. They will examine the use of antithesis, counterargument, and rebuttal. * Complete a web quest to gather information and prepare an argument based on findings * Research and write an annotated bibliography using correct MLA format that demonstrates an understanding of the relevance of a variety of source material * Write a research paper including textual evidence (quotation, paraphrase) from both fictional and non-fictional materials using correct MLA parenthetical citations to support a persuasive argument * Write an argument based on an ethical dilemma presented in a text * Write persuasive narratives that present a position on a controversial topic * Record a political or topical commercial that argues a position on a controversial topic | |
| **RESOURCES:** | |
| MLA handbook, *A Brief Guide to Writing the Research* *Paper, The Owl at Purdue* (website), americanrhetoric.com, *Everything’s an Argument* Andrea A. Lunsford and John J. Ruszkiewicz, *Thank You for Arguing* by Jay Heinrichs, Toulmin Method of Argumentation | |
| **TECHNOLOGY INTEGRATION:** | |
| SmartBoard, Digital Video camera | |